

LICENSURE REVIEW COMMITTEE 2001-2002

**Charge, Composition, Terms of Service, and
Process for Review of Proposals for New Licensure Areas and
Recognition of Certificate Areas**

**Approved by the Executive Committee
December 13, 2000**

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LICENSURE REVIEW COMMITTEE CHARGE 2001-2002

The Licensure Review Committee (LRC) charge for 2001-2002 is as follows:

1. review proposals for new licensure areas and recognition of certificate areas according to approved listings and criteria (Appendices A, B, C);
2. collect data and obtain testimony as necessary to determine recommendations with respect to: modifications of existing standards, creation of new standards, recognition of certificate areas, or no change;
3. share communications and responsibilities with the Standards Committee regarding Board-appointed advisory groups for creation of new standards;
4. assume responsibility for LRC special groups appointed for specific tasks and limited duration regarding review of issues, concerns, and requests as assigned by the Executive Committee; and
5. report any recommendations or findings to the Executive Committee.

Please Note:

The IPSB has determined that the standards must reflect clear, concise, and jargon-free language. Efforts are taking place currently (with the Standards Committee) to address this with the existing standards. Therefore, any revisions or new sets of standards must reflect the same policy.

Licensure Review Committee Composition

The thirteen member SC will be comprised of the following members:

P-12 Representation

- _ Four (4) P-12 Classroom teachers, at least one of whom serves as a performance assessment scorer or trainer. The four teachers should represent each of the following developmental areas:
 - early childhood
 - middle childhood
 - early adolescence
 - adolescence

School Support Services Representation

- _ One (1) school support services representative: counselor, psychologist, media specialist, social worker, speech/hearing, reading specialist, school-based consultants.

Higher Education Representation:

- _ Two (2) higher education representatives who are integrally involved in their institution's unit assessment system

Public Representation:

- _ One (1) public representative (parents and/or business)

Department of Education Representation:

- _ One (1) Department of Education Representative

Public School Administration Representation:

- _ Two (2) Public School Administrators, one from central office and the other a building-level principal or assistant principal.

Indiana Professional Standards Board

- _ One (1) IPSB board member
- _ One (1) IPSB staff member

Participation of the LRC member will require at least six all-day meetings each year and intensive work in reviewing the existing standards and working with advisory groups in developing new standards as necessary. Applicants should be prepared to commit themselves to these time requirements. Travel and lodging expenses (in accordance with state guidelines), as well as payments for substitute teachers, will be reimbursed.

Composition/Terms of Service

The Licensure Review Committee (LRC) will begin in October and conclude June 30. First terms will begin will be on a staggered term basis in order to facilitate member rotation in subsequent terms. Following the initial placement, three-year terms will exist.

The LRC should consist of broad representation, based on geographic location, content areas, gender, ethnicity, school district size, and other factors based on the policy and procedures of the Indiana Professional Standards Board.

	1.5 Years	2.5 Years	3.5 Years
Public School Teachers	X		
		X	
			X
		X	
School Support Services			X
Public School Administrators		X	
			X
DOE	X		
IN Public		X	
IN Higher Ed.	X		X

Process for Review of Proposals for New Licensure Areas or Recognition of Certificate Areas

The LRC will review proposals for new licensure areas or the recognition of certificate areas according to the following process:

- Step 1: Concern or request for new standards for licensure or recognition of certificate areas presented to the IPSB.
- Step 2: If deemed appropriate, the Executive Committee assigns the request to the LRC.
- Step 3: The LRC uses established criteria in order to make one of the following recommendations back to the Executive Committee:
- 1) revision of existing standards;
 - 2) creation of new, stand-alone standards;
 - 3) major revision or creation of an additional section within an existing set of standards;
 - 4) recognition of certificate area; or
 - 5) no change.
- Step 5: According to Step 4 recommendation possibilities, the Board may need to appoint an advisory group, or the LRC would collaborate with the Standards Committee to appoint a work group for specific tasks to be completed during a limited time frame. **Note:** *If a new set of standards is to be created, an advisory group must be appointed by the Board for that purpose. The LRC would collaborate with the Standards Committee to implement the Board-approved process for advisory group appointment and subsequent work to be completed.*
- Step 6: Throughout its work, the LRC will help ensure alignment with the new licensure framework and available performance assessment plans.
- Step 7: The LRC and any work group representatives present recommendations to the Executive Committee.

(Approved direction for the IPSB Standards Committee -- Approved by the Executive Committee on May 24, 2000)

APPENDIX A

MEMORANDUM

To: Members, Executive Committee
Indiana Professional Standards Board (IPSB)

From: Lewis Ciminillo and Carolyn Babione, Co-Chairs
IPSB Standards Committee

Date: May 24, 2000

Subject: Direction Regarding Licensure and Certificate Proposal Reviews

In March 2000, the Executive Committee discussed direction for the Standards Committee (SC) regarding the review of proposals from organizations and other interested parties. Specifically, the Executive Committee asked the SC to consider proposals throughout 2000-2001 from the areas as recommended by the Licensure Committee in its June 16, 1999, presentation to the Board. These areas are listed below.

Proposals for Content Standards

1. Journalism
2. General Business Education
3. Communication Disorders

Proposals for Certificates

1. Adaptive Physical Education
2. Bilingual Education
3. Computer Education
4. Driver/Traffic Safety
5. Gifted and Talented
6. Interdisciplinary Cooperative Education (ICE)
7. Motorcycle Education
8. Reading
9. Speech/Communication

In keeping with the direction of the Executive Committee, the SC has begun its work and plans to receive

the first proposal in September 2000. For the purpose of official documentation, the SC is asking the Executive Committee to approve the above assignment.

SC Recommendation:

The SC recommends that the Executive Committee approve the direction above regarding the acceptance, review, and recommendations for consideration concerning proposals from the areas listed.

Executive Committee Action:

Approved _____

APPENDIX B
CRITERIA FOR RECOGNITION OF A NEW LICENSURE AREA
 (Designed and approved for use by the IPSB Standards Committee -- Approved in the Standards Review Cycle
 Committee Report on September 20, 1999, and slight modifications approved by the Executive Committee on December
 16, 1999)

To be considered as a professional educator licensing area, the following criteria must be met:

CRITERIA	EVIDENCE (GROUP SUBMISSION)
1. There is alignment between the proposed area and the state P-12 student standards.	Document with an explanation of the connection between the proposed licensure area and the P-12 student standards.
2. The proposed area has specific and rigorous content student standards, as defined by a national professional educational organization.	Existing content standards (for students) document.
3. Teachers can be assessed on performances in the proposed area.	Explanation of how performance assessment could take place, including at least one concrete example for initial licensure and one for professional development.
4. There is a strong, historically established research base related to teaching and learning in this area.	Presentation includes: An annotated bibliography A literature review Expert testimony.
5. There is a compelling statewide interest and need for teacher licensure in this area.	Data driven needs assessment that supports the proposed license: various geographic representation (NSEW¥urban/rural/suburban) various school sizes enrollment trends demonstrated interest from stakeholders including parents, teachers, administrators, and business/community leaders.
6. There is support from higher education for the proposed area, both theoretically and practically.	Documentation of or through: Curriculum/courses Resources (personnel, facilities, time, materials) Expert testimony¥faculty, administration, and licensing officer.
7. The proposed area is not already included in an existing license.	Written rationale.
8. The proposed area must address all Board-designated integrated themes (at present: reading, diversity, technology, and exceptional needs).	Concrete examples.

APPENDIX C

CRITERIA FOR RECOGNITION OF A CERTIFICATE AREA

(Designed and approved for use by the IPSB Standards Committee -- Approved in the Standards Review Cycle Committee Report on September 20, 1999, and slight modifications approved by the Executive Committee on December 16, 1999)

For a certificate to be issued jointly by the IPSB and another entity, the following criteria must be met.

CRITERIA	EVIDENCE (Group Submission)
1. The proposed certificate area has specific and rigorous teacher content standards, as defined by a professional educational organization (not the IPSB).	Existing teacher standards documents published by a professional educational organization (not the IPSB).
2. There is a strong, historically established research base related to teaching and learning in this area.	Presentation includes: An annotated bibliography A literature review Expert testimony
3. There is an expressed need and qualified entity to co-certify with the IPSB.	Data driven needs assessment that supports the proposed certificate: Various geographic need (i.e. NSEW- urban/rural/ suburban) Various school size Enrollment trends Demonstrated interest from stakeholders, including parents, teachers, administrators, business/community leaders
4. There is support (state and national) from higher education (or some other professional organization or training facility) in the proposed area, both theoretically and practically.	Documentation of and through: Curriculum/courses Resources (personnel, facilities, time, materials) Expert testimony of faculty, administration, and certification officer
5. The proposed area is not already included in an existing licensure or certificate area.	Written rationale.
6. There is a demonstrated infrastructure and procedure, within an appropriate professional educational organization or agency, to monitor and assess the certificate standards at least every six years.	Evidence of process for standards assessment.
7. The professional organization or agency has established a plan-in-progress (i.e., at least, some piloting is in process) regarding performance-based assessment procedures for continuing education and certificate renewal of certificate holders.	Evidence of commitment to performance-based assessment process for certificate holder's continuing education and assessment.